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ABSTRACT

This guide, intended for participants in the fourth course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The purpose of this course is to introduce approaches and resources to identify, manage, reduce, resolve, and prevent crisis and conflict in schools, and to assure greater communication and understanding among various groups. Specific strategies for managing conflict, dealing with gang problems, and "devictimizing" teacher/student victims are discussed. (Author/MLF)

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National School
Resource Network

Core Curriculum in Preventing and Reducing School Violence and Vandalism

Course 4

Interpersonal Relations

Participant Guide and Reference Notebook

January 1980

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Table of Contents

Course 4

INTERPERSONAL RELATIONS

		Page
About the NSRN Core Curriculum		i
About the Course		1
Module 4.1: Managing School Conflict		
Course Agenda by Module		3
About the Module		5
Worksheet 4.1.1:	Case Study	7
4.1.2:	Some Useful Techniques in Dealing With Conflict Creatively	9
4.1.3:	Role Play Instructions	11
Background 4.1.1:	"School Conflict: Suggested Origins, Effects, and Solutions"	13
4.1.2:	Excerpts from "Conflict Negotiation and Civic Education"	17
4.1.3:	A Training Exercise: School Conflict	21
4.1.4:	Conflict-Resolution Style Assessment	23
Bibliography: School Conflict		27
Module 4.2: Conflict Management Strategies and Programs		
Course Agenda by Module		29
About the Module		31
Worksheet 4.2.1:	Conflict Assessment Sheet	33
4.2.2:	Models and Programs to Manage Conflict	35
4.2.3:	Assessing Models and Programs to Manage Conflict	53
Background 4.2.1:	List of Resources	55
4.2.2:	Sample Student Grievance Form	59
4.2.3:	Student Grievance Form	61
4.2.4:	Games on Conflict	63
Bibliography: Conflict Management		65
Module 4.3: Gangs (Advanced Session)		
Course Agenda by Module		67
About the Module		69
Module 4.4: Victimology		
Course Agenda by Module		71
About the Module		75
Worksheet 4.4.1:	Victim Profiles	77
4.4.2:	Identification of Victim Needs and Resources	79

Table of Contents

Course 4
Page Two

	Page
Background 4.4.1: Possible School-based Strategies/Mechanisms to Aid in Devictimization	85
Audiovisual Reference Materials	87
Acknowledgements	91

ABOUT THE CORE CURRICULUM ON PREVENTING/REDUCING SCHOOL VIOLENCE AND VANDALISM

THE NATIONAL SCHOOL RESOURCE NETWORK APPROACH

The National School Resource Network (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. The network provides nationwide training events, technical assistance, and information dissemination to assist schools in preventing and reducing these problems. The focus of all Network activities is on the collection, sharing, and dissemination of resources--most particularly the ideas and strategies that schools and communities have tried.

A National Center, managed by the Center for Human Services and based in Washington, D.C., and Regional Centers in Boston, Massachusetts; Atlanta, Georgia; Chicago, Illinois; and San Rafael, California, will carry out the mandates for the Network. Also participating in the Network are 34 national organizations which form an active consortium to enhance service and delivery efforts.

THE CORE CURRICULUM

The Core Curriculum includes seven courses designed for delivery either in a comprehensive 5-day workshop incorporating all the courses or in separate special presentations. The seven courses are as follows:

Course 1: Putting It All Together and Taking It Home

This course provides an overview of a planning and evaluation process that participants can apply in implementing ideas and strategies in their own schools and communities. The course also allows participants the opportunity to reflect on workshop content and select from among the ideas and strategies presented those which best meet their schools' needs.

Course 2: Discipline

This course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus will be on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies.

Course 3: School Climate

The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach.

Course 4: Interpersonal Relations

The goal of the course is to introduce approaches and resources to identify, manage, reduce, resolve and prevent crisis and conflict in schools. There is an underlying assumption that hostile incidents and disruptive behavior are expressions of deep hurt, frustration, confusion, anger and misunderstanding. Specific attention will be given to crisis and conflict intervention and management, gang problems, problems of victims, and intercultural relations.

Course 5: Security

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property. Special attention will be given to an overview of security problems, use of non-security staff to prevent problems, physical plant security, and design and upgrading of security programs.

Course 6: Environment

The course on environment provides guidance to school staff on ways to change school environments and make them safer. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist will allow school personnel to identify environmental problems.

Course 7: The Community as a Problem Solving Resource

Community involvement in the school can help the schools greatly in solving problems of violence and vandalism. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations are stressed. Interagency cooperation is also discussed.

About the Course

Course 4 - Interpersonal Relations

Background and Rationale

Conflict is necessary for growth, change, adjustment, and renewal. Excessive conflict, however, produces frustration, alienation, inhibition, fear, and antisocial behavior. School personnel need to be aware of strategies and techniques that can predict, avert, and reduce the tensions and dangers associated with excessive conflict. They should also be aware of ways they can work to improve interpersonal and intercultural understanding so that conflict does not occur. An important consideration in "turning around" schools characterized by acts of violence and vandalism is concern for the victims of incidents as well as the perpetrators.

Purpose

The purpose of this course is to introduce approaches and resources to identify, manage, reduce, resolve, and prevent crisis and conflict in schools, and to assure greater communication and understanding among various groups. Specific strategies for conflict management, dealing with gang problems, and "devictimizing" teacher/student victims are discussed.

Module 4.1 suggests a variety of approaches for conflict management at the individual level. Module 4.2 looks at approaches and programs that schools have used to institutionalize the prevention and reduction of crisis and conflict. Module 4.3 is a seminar session to explore the nature and psychology of gang behavior and to present early intervention/containment strategies that schools can use. Module 4.4 looks at the characteristics and needs of victims in the school environment.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Total Time 1 hour

Course Agenda by Module

Module Summary

This module presents an overview of conflict and strategies to reduce, manage, and resolve it. Participants analyze a case study and discuss four approaches to conflict. Techniques to resolve conflicts are demonstrated by participants in role plays.

NOTE: All background materials are to be read by the trainer and participants prior to training. Activity 3, Discussion of Background Materials, will draw on information organized in these resources.

Activity/Content Summary	Time
1. Introduction Trainer provides an overview of the content of modules in Course 4, Interpersonal Relations.	5 min.
2. Approaches to Conflict	15 min.
A. Small Group Activity: Case Study Participants work in small groups and analyze a situation which depicts four approaches to conflict.	
B. Approaches to Conflict A rationale is presented for using varying approaches to deal with conflict.	
3. Discussion of Background Materials Ideas presented in the background material are discussed, focusing on identification of conflicts in the schools and negotiation as a useful process in managing conflict.	10 min.
4. Creative Approaches to Conflict Management Participants role play various techniques for resolving conflict.	30 min.
5. Wrap-Up Trainer highlights the module and suggests that examination of personal style and approach is the first step in resolving conflict situations.	5 min.

About the Module

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Objectives

Participants will be able to--

1. Examine and analyze approaches to conflict for their appropriateness and effectiveness
2. Define conflict, and explain why it is natural and normal
3. Identify several steps of a negotiation process to handle conflict positively
4. Experience and share techniques to deal creatively with conflict.

Description of Materials

Transparency

4.1.1 Transparency outlines a negotiation process.

Participant Worksheets

4.1.1 Case Study
4.1.2 Some Useful Techniques in Dealing with Conflict Creatively
4.1.3 Role Play Instructions

Background Materials

NOTE: All background materials are to be read by participants prior to training. Activity 3, Discussion of Background Materials, will draw on information organized in these resources.

4.1.1 "School Conflict: Suggested Origins, Effects, and Solutions"
4.1.2 Excerpts from "Conflict Negotiation and Civic Education"
4.1.3 A Training Exercise: School Conflict
4.1.4 Conflict-Resolution Style Assessment

Bibliography

School Conflict

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.1

Participant Worksheet

Case Study

Terry Allen teaches American History to eleventh graders. At the beginning of class, Allen instructs students to open their books to Chapter 2 and asks one of them to read the text out loud. At once, another student begins to sing a familiar disco tune and several others join in. Allen ignores the singing and it soon ceases. Allen proceeds to lead a discussion of the material just read when a student suddenly signals for recognition and permission to go to the bathroom. Allen denies the request, explaining that teachers decide when students may leave the class. At the close of the session, Allen announces a test on the following day. Several students object stating that there is insufficient time to prepare. Allen replies that the midsemester marking period is in two weeks and grades must be submitted to the principal. A student suggests a three-day postponement of the test and Allen agrees. The bell rings and Allen dismisses the class. During their departure, two students break into a fight over an alleged theft. Allen begins to intercede, but the fight stops and the two students leave the room, seemingly having worked out their differences.

Instructions: The case study you have just read describes some conflicts which typically occur in classrooms. Discuss with members of your group the following points and add others you consider relevant.

1. Identify each conflict situation in the case.

2. Describe approaches used in each situation.

3. Discuss the appropriateness/effectiveness of each approach.

4. Relate similar situations you've dealt with.

5. What would you have done if you were Allen? What are some other approaches you might have taken?

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.2

Participant Worksheet

Some Useful Techniques in Dealing with Conflict Creatively

The following is a list of techniques and/or methods for dealing with conflict creatively.

1. Clarification

   Raise to the level of awareness the fact of the conflict and clarify the issues surrounding the conflict.

2. The Rogerian Method

   Useful when persons are not listening to each other. Party No. 1 makes a statement; Party No. 2 must repeat that statement to the satisfaction of Party No. 1 before Party No. 2 can respond to Party No. 1.

3. Specific Behavior

   Deal with behavior, not motives: be specific, not general. It is important when dealing with any conflict that each party refer to specific behavior rather than general behavior. It is also important that each party resist making general statements about the other party.

4. Humor

   Humor is useful in many different ways in dealing with conflict. However, one must be careful that the use of humor does not allow either party or both parties to escape from the conflict. However, humor is very useful when the tension has built to a point where it is difficult to deal with the conflict. To use humor to reduce tension oftentimes allows parties in conflict to deal with that conflict in very creative ways.

5. Withdrawal/Flight

   Withdrawal or flight from a conflict can be very useful when the conflict temperature is so high that there is little chance in dealing with the conflict creatively. Withdrawal/flight can be seen as a cooling off period. However, one must be careful that withdrawal or flight is not used to remove the conflict and therefore not to use the conflict creatively.

6. Role Play

   Role play opposite points of view. This is useful when one or both parties in the conflict are not "feeling" the other party's point of view.

7. Exaggeration

Exaggerate the other party's point of view. This is sometimes useful when points of view are not too far apart, but the parties involved in conflict find it difficult to find a solution. To polarize the points of view frequently opens up other alternatives for dealing creatively with the conflict.

8. Fantasy

Fantasize or dream the possible outcome. The question might be raised, "Where do you think we might be a week from now?" or "Let's brainstorm some possible alternative outcomes." Through this process, parties in conflict may run across a solution which deals creatively with the conflict for both of them.

9. Experimental Solutions

Propose possible experimental solutions. Oftentimes in the heat of conflict, parties are unable to buy into completely--and forever--a particular solution. There may be, however, a solution which they would "try out" for a specific period of time. Therefore, it is often very helpful for parties to agree to propose possible experimental solutions and try one or more of them out.

10. Negotiation

Negotiate a conflict solution. Use a third party as a mediator to work as an objective party in helping to clarify issues, or let both parties join in the negotiation. For negotiation to be successful, both parties must have equal power and equal opportunities for expression. This is a win-win approach where the outcome can be satisfactory to both sides.

This paper is an outline of a compilation of several papers and articles dealing with the creative and rational use of conflict. The exact source is unknown.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Worksheet I-D 4.1.3

Participant Worksheet

Role Play Instructions

Participant Worksheet 4.1.3 lists ten techniques for creatively dealing with conflict. Each group will be assigned one of the techniques to demonstrate in a role play. The following questions and suggestions are to aid you in creating the role play and to stimulate your thoughts/ideas/feelings about conflict and resolving it. These suggestions need not be adhered to--feel free to use what feels comfortable and discard what is not relevant.

* * * * * * * * * * * * * * * * *

Role Play Structure

Create a role play to demonstrate your assigned technique. The role play might be structured as follows:

(1) Characters are introduced;

(2) A conflict emerges;

(3) The technique is introduced to manage or resolve the conflict;

(4) The situation changes. Either the conflict is resolved or the parties are unable to change or agree and the underlying conflict remains.

The Situation

(1) Create a conflict situation from your school environment which feels familiar. (Conflict can occur between a teacher and a student, two students, two teachers, an administrator and a teacher, several people or groups of people. Be creative in structuring your situation. The conflict situation can be a serious issue or a minor one. Examples might include racial conflict, classroom discipline conflict, parent-teacher discussion about a teacher's unfairness to a child, student-teacher conflict about final authority for publishing an article in a newspaper, conflicts about truancy or smoking regulations, board of education and parents in conflict about a sex education class or assigned books to be read, conflicts about bussing.)

(2) Center the conflict around opposing needs, desires, actions. Clarify the issues surrounding the conflict. What are the real issues involved? Is the conflict because of differing behavior standards? Differing values?

(3) Discover for yourselves as much as you can about the content of the situation (feelings, needs, desires) even if these cannot all be expressed in the role play.

The Characters

Assign roles to your group members. Clearly identify the characters. Who are they? What are their motivations? What do they need? Who do they represent in the school environment? Do they, or could they, feel conflicted about what they need or want? How are the feelings of the opposed characters different?

The Technique

Resolve the conflict situation with the assigned technique. What is the purpose of the technique? Is it really useful? How? When? Can you expand it, change it to be more useful?

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.1

Background Materials

School Conflict: Suggested Origins, Effects and Solutions

The word "conflict" means "to strike together." It is derived from the Latin conflictus. Conflict between and among humans means "battle" or "collision." There are two kinds of human conflict and these occur when: 1) behaviors interfere with another's needs, or 2) values don't match.

Conflict is inevitable. It is part of interaction. Conflict is neither "good" nor "bad." Rather, what matters is whether conflict will lead to the improvement of the quality of life. Robert Coles, the psychiatrist, urges school personnel to join hands with students not to resolve conflict, but to encourage, examine, and learn from it. He views conflict as healthy and necessary, its pain a prerequisite for hard decisions and true progress.

There is evidence that the frequency of conflicts in a relationship is unrelated to its health or satisfaction. However, two considerations about conflicts require observation: 1) the number of unresolved conflicts, and 2) the methods used to resolve them. We will explore here some of the origins of unresolved conflicts as they surface in the schools, explore the link between unresolved conflicts and delinquency, and suggest some considerations in developing and using specific methods for their resolution.

What are some expressions of conflict in schools? Some examples include: performing below one's ability, fighting, swearing, competing, sabotaging, trashing, boycotting, rioting. What are possible explanations of these examples? What are expressions of conflict actually communicating? Staff at the Center for Research on Utilization of Scientific Knowledge at the University of Michigan studied high schools in the midst of chaos and disruption during the late 1960's. They found that, generally, conflict was an expression of people, especially students, "exploding with the fruits of ignored, suppressed, or otherwise unresolved interracial and intergenerational tensions." This finding suggests two major contexts within which issues--often expressed in disruptive or violent ways--are raised. Thus, 1) conflicts may be or appear to be between racial groups, developing from community tensions and structures and from ignorance, fear, and hostility; or 2) conflicts may lie in relations between students and staff or students and administrators. For example, a major issue for students may be the maintenance, direction, and/or degree of adult control over them. Another issue for students may be the quality, relevance, or feeling about their schooling experience. According to Mark Chesler, a professor at the University of Michigan and a consultant on change programs in schools and communities, "for many youngsters experiencing irrelevance, obsolescence, failure and even brutality in their school encounters, crisis and disruption is a continuing part of their everyday life." Chesler cautions that it is not generally this kind of crisis that schools and communities recognize or respond to. Rather, it is crisis as defined in terms of the breakdown of administrative control and normal procedures that captures the attentions and drains the resources of schools and school systems.

The general orientation to conflict management in schools is one of "win-lose," according to Thomas Gordon, in his bestseller T.E.T.: Teacher Effectiveness Training. He writes that "adults seem to feel there are only two approaches to choose from: strict or lenient, tough or soft, authoritarian or permissive." In this kind of a social system, human relationships are reduced to struggles, contests, and fights for power. Students, and adults, learn the lesson early that competition, not cooperation, is rewarded, and a climate of fear and distrust, with its attendant dangers, is perpetuated. In many conflict situations, students are asking for more influence or power in setting policy and making decisions that affect their academic and personal lives. When these needs for legitimate power with which to represent their interests are not met with sympathetic or positive responses, students turn to disruptive power as a last resort. Adults, who are often used to wielding power without much political accountability to students, raise students' levels of frustration when they respond by either denying problems, distorting grievances, and/or using repressive force such as suspension and expulsion. Students, imitating unenlightened adult ways of responding to conflict, controversy, and dissent, may themselves have no recourse but to do all, including close the schools, almost any time they organize to do so. When individuals or groups in conflict share about the same degree of power in an organization, it is possible to negotiate or adjudicate differences with relative ease. According to Chesler, "Such parity does not exist in schools. Largely for this reason, protestors seek the use of illegitimate and highly coercive power to force the school to respond to their interests."

Researchers John DeCecco and John Roberts at San Francisco State University observe that delinquent behavior is a response to conflict deriving from lack of opportunities to express anger and verablize grievances. Without opportunities for direct exchange of views, a false impression is created that any side of a conflict is "right." They add, "Schools, ignoring these reasons for delinquent behavior, often punish it, therefore escalating anger, polarizing issues and generating a need for more avoidance or force to resolve conflicts." They propose a process of negotiating school conflict to prevent juvenile delinquency. It is based on the assumption that it has the greatest potential payoff for parties; that is, the outcome is "win-win" or, in the terms of Thomas Gordon, "no-lose."

By providing for direct verbal expression of anger, there is a reduction in displacing anger onto innocent victims or expressing it in violent/destructive behavior. The key element in the process is to identify and respect everybody's rights, thereby enabling students and adults to deal with conflict in ways that encourage peaceful resolution and, in many instances, interrupt the vicious cycle of school conflict and delinquency.

We have presented some theory and discussion on the origin of conflicts in school. We noted that conflict is inevitable and universal, that people want and need ways to express their conflicts and that, generally speaking, conflicts in schools most often result from a clash between parties of different power holdings. A positive and realistic approach to averting and/or resolving conflicts is one which sees merit in learning how to productively disagree, argue, clash, and fight. In these ways, it becomes more possible to avert crises and reduce injustice and oppression.

Earlier reference was made to Thomas Gordon's description of "no-win," an approach to conflict resolution in which neither party is satisfied with the outcome. Gordon proposes an alternative, superior method, the "no-lose" approach, in which the parties to a conflict join together in search of a solution acceptable to both--a solution that requires no one to lose. The method is a problem-solving process, one which is "relationship-strengthening," not "relationship-damaging."

The "no-lose" method is a six-step process. Parties in conflict join together in:

1. Defining the problem
2. Generating possible solutions
3. Evaluating the solutions
4. Deciding which solution is best
5. Determining how to implement the decision
6. Assessing how well the solution solved the problem.

The Center for Research on Utilization of Scientific Knowledge identified several models for conflict management, intervention, and resolution. A goal for implementing any of the models is to create structures which will enable all parties to enter the managerial arena; that is, everyone--students, parents, teachers, principals--will be decisionmakers and bargainers. In much the same way that "powerless" individuals and groups need to understand and use mechanisms, such as negotiation and reasoned skill development, so do the powerful need to understand that their denial of power to others leaves them with a hollow, shallow, empty power, burned out, fearful, and anxious. Both the powerless (usually students) and the powerful (usually adults) need to learn, simultaneously, the methods and processes of conflict resolution. The critical goal of conflict management thus extends beyond only helping existing managers maintain an apparently orderly organization. Instead, new questions are raised about management, organization, and schooling. For example: By whom is the school managed? For whom is it operating? For what reasons are certain structures established and maintained? How can fair goals be set and attained?

There are essentially four conflict management strategies for realizing this goal:

1. Verbalizing frustrations
2. Creating new organizational models
3. Training in and about power
4. Collaborating among parties.

Models are neither longterm panaceas nor are they appropriate in the face of critical or emergency situations. Rather, they are ways of initiating dialogue, involvement, leadership, and learning. The feasibility of each model or program must be examined on a case-by-case, situation-by-situation basis. The point is that there is no point in dealing with interracial or intergenerational conflict unless people are really prepared to do more than talk about change.

False starts, unkept promises, and unworthy trusts have produced disaffected students and adults and cautioned against serious consideration of more promises. Administrators can evade, deny, or suppress issues. Or they can make changes, correct injustices, and initiate reforms. It seems there is a clear choice between dialogue or "a test of raw power, the disruptive power of organized groups of students pursuing rational and just ends (which) will close the schools, the careers of school men, and the possibility of quality education."[1]

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[1]Mark Chesler and Jan Franklin BenDor, Interracial and Intergenerational Conflict in Secondary Schools, University of Michigan, 1968.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.2

Background Materials

Excerpts from Conflict Negotiation and Civic Education

by John P. De Cecco and Petra Liljestrand
San Francisco State University, 1978

Description of Model of Negotiation

A model of negotiation for resolving school conflict has been developed (De Cecco and Richards, 1974; De Cecco and Schaeffer, 1978). The model has the following six steps:

Step 1. Stating the issues.

Both parties express anger verbally and face-to-face over specific incidents and issues.

Step 2. Analyzing the issues.

Both parties analyze issues in terms of specific conditions and behavior in the school, and in terms of democratic rights.

Step 3. Agreeing on what the issues are.

The parties together prepare statements that include the issues of each party.

Step 4. Bargaining for an agreement.

Both parties make proposals for resolving the conflict and reach agreements that balance the gains and losses.

Step 5. Agreeing on the implementation plan.

Both parties agree on their respective responsibilities for carrying out the agreement.

Step 6. Agreeing on the evaluation plan.

Both parties agree on the persons, methods and time for evaluating if and how well the agreement has been implemented.

. . . The first step is based on the definitions of conflict, incident, issues and modes of angry expression. In order to start negotiations, parties must perceive that there is a conflict. To clarify this perception, at least one party should express anger to the other party. This anger should be tied to specific issues. Issues should be stated as concretely as possible, in terms of the specific incidents and the behaviors and conditions about which the parties are angry.

Anger should be expressed by each party verbally and face-to-face to the other party for several reasons: (1) to avoid the destructive consequences of indirect angry expression; (2) to give the other party the opportunity to express its own anger and state its own issues; (3) to provide each party an opportunity to assess the relative importance of all the issues stated; and (4) to express anger which, if left unexpressed, can impede one party from listening to the other party.

Anger should be appropriately expressed. It is expressed appropriately when it is (1) controlled ("cooked") and not uncontrolled ("raw") (Levi-Strauss, 1969); (2) directed toward issues and not expressed globally; (3) directed toward specific conditions and behaviors rather than personalities, interpretations or judgments; and (4) directed toward conditions that can possibly be changed in the forseeable future. To express anger inappropriately can cloud issues and escalate conflict. Within these criteria, individuals of different personalities and cultural backgrounds may express anger differently.

The second step is based on the concept of decentering and the definition and classification of issues and democratic rights. The democratic rights are the foundation for civic education. In this step the parties should provide each other full descriptions of the conflict and the incidents including time, place, parties present and what was said and done. Exchanging descriptions may assist parties to clarify issues, gain perspective on the incidents, and note differences in perception of events and issues.

Each party should identify the democratic rights that were abridged by each party. This procedure provides a democratic framework within which negotiations can occur. By focusing on the rights rather than the motives of each party, the conflict has a better chance of being negotiated. In the process of identifying the rights that have been abridged, the parties must identify the individuals who are responsible for the abridgment. This process ensures that the right parties participate in the negotiation. By identifying their own rights that may have been abridged by the other party, and the other party's rights that may have been abridged by them, the process of decentering is facilitated.

Whereas step one is more emotional than cognitive, step two is more cognitive than emotional. Taking both steps may assist the parties to integrate the feelings and thought generated by the conflict.

The third step is based on the concept of decentering and Deutsch's definition and classification of issues. To establish a common basis for negotiations, parties must be able to view the conflict from each other's perspectives and to agree on what the issues are. By using the classification of issues, the parties can distinguish more negotiable from less negotiable issues.

There are three beneficial consequences of taking the third step: (1) the number of issues is reduced to those incorporated in the statements prepared by the parties; (2) the parties recognize that, although they disagree, they may still be able to negotiate; and (3) it prevents issues from proliferating at later steps in the negotiation process.

The fourth step is based on the concepts of decentering and democratic rights. By decentering and by respecting each other's rights, the parties can bargain on the basis of each other's priorities of gains and losses. In this step each party proposes several alternative resolutions to the conflict that divide the gains and, if necessary, the losses. With the possibility of each party making gains there is the likelihood that both parties will have an investment in the resolution of the conflict.

The fifth step requires that the parties develop a specific plan for implementing the agreement reached in the previous step. This plan should contain specific statements of who has responsibilities, the particular responsibilities, when they are to be performed and what action should be taken when one party fails to carry out its responsibilities. The procedure may avoid new conflicts arising from misunderstanding and forgetfulness.

The sixth step requires that parties develop a specific plan for evaluating the implementation. The plan should contain specific statements of who the evaluators are, the methods of evaluation, when it is to occur, and how the results are to be reported and used. In long-term agreements, it may be necessary to have periodic evaluations and revisions of the original compromise. This procedure provides the opportunity to negotiate issues left unresolved or to negotiate new issues. In addition, this step encourages students to look at the conflict in retrospect and assess what they have learned about negotiation and what has actively changed as a result of their efforts.

. . . In taking each step, participants may benefit from expressing in writing the specific substance of the particular step they are taking. In taking step one, the parties can describe in writing the incidents in the conflict, exchange copies of their reports and read their own reports aloud in the presence of the other parties. This formal procedure structures the conflict and reduces the threat of angry expression. In taking step two, it may be helpful for the parties to examine the reports prepared in step one for identifying issues as seen by either side. The following procedures may facilitate taking the third step: (1) Each party, from its own perspective, should state in writing the conflict issues. (2) Both parties should exchange these written statements. (3) Both parties, together, should determine areas of commonality or overlap in the issues. (4) Both parties, together, should record statements of issues to which they both agree. (5) These statements should be stated as questions and as specific conditions to be negotiated. In the conflict over the student missing basketball practice, the following question could serve as a common statement of issues: Under what conditions are student members of the basketball team allowed to miss after-school practice? The use of the question form presents the issues as problems to be solved. The reference to conditions leads to bargaining and the avoidance of win-lose resolutions.

The following procedures may be used for taking step four: (1) Using the common statement of issues, each party should list proposals for resolving the issue. The proposals should be as concrete as possible. (2) The possible gains and losses for each party should be identified for each proposal. (3) Each party should rank the proposals (its own and the other party's), assigning the first ranks to the most important gains (for the ranker). (4) Both parties should agree to inclusion and revision of statements of the original proposals. These last statements constitute the bargaining agreement.

When taking the fifth and sixth steps, participants are taught how to plan the implementation of their agreements. They can be told to do the following: (1) specify as concretely as possible who will do what, and (2) specify when and where it will be done. The evaluation program should include the following: (1) specification of who is to carry out the evaluation, (2) when it is to be carried out, (3) standards of acceptable performance of the implementation, and (4) what steps are to be taken if the performance is found to be lacking or below standards. Both the implementation and evaluation plans should be signed by the parties to the conflict.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.3

Background Materials

A Training Exercise: School Conflict

(This activity can be used as reading material to stimulate thought about conflict and its origins, or it can be put into practice as a group exercise by a school or group wishing to discover more about its strengths, differences, and makeup.)

Introduction

This activity is designed to highlight underlying issues and implications for schools in dealing with conflict. The intended outcome of the entire activity is the personal discovery of some origins and resolutions of conflict in schools. A fundamental reality about schools--and the society they reflect--is that they are comprised of many groups of people with different roles, status, values, and needs, and varying ages, races, religions, cultures, and languages. Before considering how to prevent, reduce, and manage the conflicts which inevitably arise from these differences, it is necessary to identify them and recognize that the differences exist.

In this activity, people form homogeneous groups so that the fundamental reality of their uniqueness--and the differences that exist among them--can be captured, highlighted, appreciated, understood. It is believed that in homogeneous groupings where there is relative safety from censure, individuals can collectively locate the depth of their concerns, their passions. Once those passions have been identified, it becomes more possible to formulate reasoned statements about the barriers which exist between groups and that create, sustain, and escalate conflicts. A negotiation process, using six steps to break down barriers and reduce conflict, follows the activity.

This exercise is best facilitated with a group leader who can give instructions and aid in the identification process with participants when needed.

Procedures

The trainer asks participants to divide into homogeneous groups in which members have the same role, job description, duties or tenure, and so on. Parties decide on their own who their group is. (Note: Some examples of group formations might include conservative teachers and parents; moderate or liberally oriented teachers, parents, and community members; and students.)

When clustering is completed, the trainer or group leader asks each group the following:

(1) Identify yourselves to each other.

(2) Identify what you share in common, the reasons why you clustered together, and the ways you are distinct from other groups in the workshop. Focus on your needs, wants, and concerns.

(3) Discuss and list the kinds of concerns and views you have about school and the problems you see there.

After the small groups have come to some closure with the identification process and have clearly focused on who they are and what their connection to the school environment is, the trainer asks the participants to reform into the larger group.

Each small group should then identify themselves and their concerns to the larger group. The groups should focus on the differences among themselves. These differing needs, wants, and perceptions can give rise to conflict. Before any real negotiation or cooperation can begin to happen, the differences must be recognized and accepted.

The trainer's function here is to aid the group members in clearly identifying the differences between themselves and other groups. The exercise is completed when participants do have a new sense of the group's membership.

Negotiation Process

The exercise can also continue with a negotiation process. One process, developed by John DeCecco of San Francisco State College, includes six steps. They are:

(1) State the issues--Both parties express anger verbally and face-to-face over specific incidents and issues.

(2) Analyze the issues--Both parties analyze issues in terms of specific conditions and behavior in the school, and in terms of democratic rights.

(3) Agree on what the issues are--The parties together prepare statements that include the issues of each party.

(4) Bargain for an agreement--Both parties make proposals for resolving the conflict and reach agreements that balance the gains and losses.

(5) Agree on the implementation plan--Both parties agree on their respective responsibilities for carrying out the plan.

(6) Agree on the evaluation plan--Both parties agree on the persons, methods, and time for evaluating if and how well the agreement has been implemented.

The negotiation process can be used by participants to discuss any issue that might have arisen during the exercise or any perceived differences that seem in conflict. The trainer can guide participants through the process and other participants can offer assistance and support to the negotiators.

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

Background I-D 4.1.4

Background Materials

Conflict-Resolution Style Assessment

This conflict-resolution style assessment quiz is a useful tool in evaluating your personal approach to dealing with everyday conflict situations. The quiz seems to be most effective when two people take it together and then discuss and share their responses to the questions. Although there are no right and wrong answers to the questions, some responses seem to be more helpful than others in preventing or resolving a conflict situation.

1. When one member of our faculty dominates and prolongs the faculty meeting, I . . .

   a. Think about tomorrow's schedule.

   b. Interrupt and demand that the principal move to the next topic.

   c. Discuss something else with someone next to me.

   d. Address the speaker and attempt to move the meeting along.

2. If I am in the faculty lounge and overhear a white faculty member's racially derogatory comment about a black faculty member, I . . .

   a. Leave the lounge to do something else.

   b. Call that person prejudiced and tell him to shut up!

   c. Intervene in the conversation to change the subject.

   d. Talk directly to the white faculty member about how I perceive the statement as showing racial bias.

3 During a building committee meeting on instruction when there is disagreement, I . . .

   a. Suggest that a subcommittee be formed.

   b. Seek to determine the difference and the point of agreement.

   c. Sit patiently until the others have come to an agreement.

   d. Use my influence with the chairperson to demand a decision.

4. When the attendance secretary from the central office stops me in the hall and says, "I've been hearing that you aren't turning in your tardy slips on students--that will have to stop immediately," I . . .

   a. Tell him to mind his own business or I will report to the Assistant Principal that I have seen him leaving school early.

   b. Ask the secretary to try to see me later in the week, that I am very busy right now, but I certainly want to see him later.

   c. Ask the secretary into my classroom and calmly request him to give me the specific examples he is referring to.

   d. Pretend I didn't hear the statement and keep walking.

5. If I am the teacher in a class where a white student has made a racial slur to a black student, I . . .

   a. Ask the two students involved to see me at the end of class.

   b. Act as if I didn't hear the remark.

   c. Explore directly with the student who made the remark what he/she meant by the statement.

   d. Say to the white student, "If you say that again, I will send you to the office."

6. During a faculty meeting the Assistant Principal continues to make references to the inability of women teachers to maintain discipline; I . . .

   a. Threaten the Assistant Principal with a promise to file a grievance on the basis of sexual bias.

   b. Allow the Assistant Principal to continue.

   c. Make a humorous remark about sex-role stereotyping.

   d. Ask other members of the faculty to respond as to how they view discipline in the school.

7. During a faculty meeting when the counselor indicated that the majority of the discipline cases involve the black male students and the white female teachers, I . . .

   a. Say "I don't have that problem and it doesn't concern me."

   b. Say "I feel that you are making too much of a generalization and that white male students are just as much a problem."

   c. Say "Why don't you just let the Assistant Principal do his job--he's supposed to maintain discipline."

d. Say "This is a problem that confronts us all. I'd like to explore what seem to be the root causes of the counselor's assumption."

8. If I am in the hallway near the cafeteria and there are small groups of students making overtures about a rumble after school, I . . .

a. Ask that one or two from each of the groups come over and form another group with me to talk about what are the differences.

b. Move in and disperse the group.

c. Return to the faculty lounge.

d. Make an announcement about the school rule of not congregating in the halls.

9. At a PTA meeting a heated discussion ensues concerning the use of the school building for dances after school. I . . .

a. Talk to my neighbor since this is a parent issue.

b. Make a motion to move the agenda.

c. Make a motion to appoint a committee to look into the issues and report back in two months.

d. Suggest that those who have opposing viewpoints each take five minutes--uninterrupted--to state their positions, and that I will put the major items on the board to see where there is a potential for compromise.

10. I walk into the faculty lounge to hear a man faculty member state, "Well, you know, the girl coaches don't really care about athletics, they just want to cut into the budget of the teams." I disagree with this statement, so I . . .

a. Close the door and go back to my class.

b. Start a conversation about the assembly that day.

c. Sit down and ask the speaker to explain to me why he feels that way.

d. Inform the speaker that the law now requires equal expenditures of funds for girls' and boys' athletics, and that I do not wish to discuss the matter.

Resources/ Bibliography

Course 4 - Interpersonal Relations

Module 4.1 - Managing School Conflict

School Conflict

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Course Agenda by Module

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Total Time 1 hour

Module Summary

This module proposes strategies, models, and programs to reduce, manage, and resolve conflicts. Participants assess conflict situations and resources in their schools and analyze models and programs used in other schools to manage conflict.

Activity/Content Summary	Time
1. Introduction Trainer presents an overview of the module with reference to companion Module 4.1 and includes some suggestions for implementation of strategies.	5 min.
2. Small Group Activity: Conflict Assessment Participants describe and assess conflict situations in their schools.	15 min.
3. Models and Programs to Manage Conflict Participants learn about and evaluate sample models or programs.	40 min.

About the Module

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Objectives

Participants will be able to--

1. Identify ongoing conflicts in their schools and cite parties able to aid in their resolution
2. List effective strategies and programs which can be implemented in their schools to manage conflict
3. Identify programs which ease tensions, equalize power among parties, and provide forums for expressing thought and feeling
4. Identify resources for assistance in reducing, managing, and resolving conflict.

Description of Materials

Participant Worksheets

4.2.1 Conflict Assessment Sheet
4.2.2 Models and Programs to Manage Conflict
4.2.3 Questionnaire: Assessing Models and Programs to Manage Conflict

Background Materials

4.2.1 List of Resources
4.2.2 Sample Student Grievance Form, from Prince Georges County, Maryland
4.2.3 Student Grievance Form, from Denver, Colorado
4.2.4 Games on Conflict

Bibliography

Conflict Management

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.1

Participant Worksheet

Conflict Assessment Sheet

Conflict can occur within a person (opposing needs, or actions are felt); between or among people (incompatible views, desires, or needs are expressed); between or among groups of people (an issue unites them); between one person and a group; among several groups.

Conflict in the schools, on one level, is no different from conflict expressed elsewhere. However, there are several distinctions that can be made--the parties in conflict, what the issues are, and how they are expressed and managed. These questions are unique to each environment.

AS A GROUP, DISCUSS:

1. What are the major interpersonal conflicts in your school? (For example, racial tension or conflicts between teachers and students.)

2. What are the major issues around which conflict emerges?

3. What resources are available to your school to help resolve conflict?

4. Imagine new ways of responding to conflict situations. List ways/ideas/projects that you might implement in your school to aid in managing conflict. (These can be as simple as talking to people you have avoided to starting a committee to hear student and teacher grievances.)

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.2

Participant Worksheet

Models and Programs to Manage Conflict

PROGRAM: Peer Counseling

DESCRIPTION: Peer counseling capitalizes on the power of peer group influence and the effectiveness of small group interaction to foster self-help, self-reliance, responsibility for one's actions, and development of problem-solving skills. In group meetings, members explore feelings, discuss problems and give and receive emotional support. An adult counselor may facilitate the group process, but plays a passive role.

EXAMPLE: Berrien County, Michigan

Several schools in the county offer the program. Membership is voluntary; groups meet daily and include 10-12 students of the same sex and an adult counselor. Students can be referred by themselves or by parents, teachers, counselors, and other specialists. Student leaders, including those whose leadership tends toward being destructive, are encouraged to participate. All meetings are confidential. At each meeting, members must state one problem they are experiencing and the group decides which problem is most pressing and must be dealt with first. Meetings end with a final summary of the proceedings. Berrien County reports that participants find the program is worthwhile and that they feel better about themselves and their situations. Discipline problems have been reduced 34 percent (higher in some schools) as has delinquency and substance abuse decreased.

EXAMPLE: Guided Group Interaction (GGI)/Department of Social Services

Groups meet one hour daily and members earn a credit a semester for their participation. In addition to regular sessions, members may meet to present findings to other students, staff, and PTA, or meet with similar groups in other schools or during emergencies, such as a suicide or arrest. There are five ground rules for members' behavior including:

1. To come to meetings straight, not high on drugs or booze.
2. To come to meetings regularly and on time.
3. To work on a set of self-identified problems, and to accept the group's help and to give help to others.
4. To keep confidential anything discussed in the group.
5. To restrain physical abuse or threats toward group members.

EXAMPLE: Peer Culture Development, Inc.

Peer Culture Development, Inc., is a private not-for-profit agency which supplies professional group leaders to public schools and other institutions on contract to implement a dynamic peer group process.

It is PCD's conviction that urban school systems nationwide must add as part of their guidance program an aggressive group process which involves youth in realistic, daily dealing with the hard problems of building a positive school culture.

The program's purpose is to:

1. Reduce the violence, vandalism and other forms of negative, hurting behavior which occur within the school or institutional environment.

2. Organize a peer group process which mobilizes the students' influence to help each other achieve a positive self-image, value system, and behavior pattern.

3. Assist schools and institutions to develop a methodology for handling inter-group and inter-personal conflict.

The Peer Culture Development program was established by a grant from the U. S. Department of Justice (Law Enforcement Assistance Administration, Juvenile Justice Division). Funded originally for five schools in Illinois, it was refunded and expanded to a total of 11 schools in the same area. The program has now spread to Michigan and is moving toward national expansion.

Peer Culture Development, Inc., is prepared to discuss the implementation of this program in your school district. They will provide informational materials or arrange a visit to the program for key decision makers in your community.

Peer Culture Development, Inc., is listed in Background Material 4.2.1, List of Resources.

PROGRAM: Ombudsperson

DESCRIPTION: The term ombudsperson is Swedish for "one who represents someone." The role was created in 1809 in Sweden to receive complaints from the public about bureaucratic abuse. In this country, they are also called human relations or community outreach workers and are employed both by communities and schools to handle complaints and facilitate communication between parties. In school, the ombudsperson may be paid or volunteer, act on behalf of students, parents, or teachers, offer information about rights and regulations, represent parties at a hearing, and generally report to the principal or board of eduction. The ombudsperson is a neutral party working for the school, but not involved in the administration. Students, teachers, and counselors have served in this role.

EXAMPLE: Montgomery Couty, Maryland

The program started in 1968 with a full-time paid ombudsperson who is employed by the school system and reports to the principal and superintendent. Duties include responding to complaints, preparing reports, conducting surveys, offering suggestions and solutions to conditions in the school system, and serving as liaison between the board of education and community groups concerned with schooling.

EXAMPLE: Dallas, Texas, Independent School District

The ombudsperson is called a personal relations worker and is a full-time employee of the system. He or she reports to the executive assistant of the superintendent and focuses on improving relations between teachers, students, and principals. Visits to all schools are made on a routine basis to assist in solving problems and locating their sources.

EXAMPLE: Philadelphia, Pennsylvania

In 1971, ombudspersons were brought into the Philadelphia school system. Of 90 ombudspersons selected for the 23 schools, the majority were students. Parents, teachers, and a policeman were also selected. All are volunteers.

PROGRAM: Student Ombudsperson

DESCRIPTION: The National Conference of Christians and Jews sponsors a program to train teams of 8 students in ombudship. The 1-year course has weekly meetings where students learn skills in mediation, negotiation, fact-finding, and identifying their rights and responsibilities. After initial training of two to three months, student ombudspersons negotiate with their principal to set up an office. An agreement authorizes them to process complaints, report to the school community when necessary, such as during instances of abuse or negligence on the part of school officials, and to submit reports and evaluations of school policy and human relations.

EXAMPLES:

1. As a result of the Goss v. Lopez Supreme Court decision, one team of Ombuds prepared a "Due Process Checklist" to be used by their school administrators when considering suspension of a student. The purpose of the checklist is to remind the administrator of his responsibilities to the student under the law, and where the student signs the checklist form, to serve as an indicator of the school's sincerity in respecting student rights.

2. During a teachers strike when a number of teachers were out of school, the Ombuds distributed information sheets to all students explaining the alleged reasons for the strike and the issues involved.

3. Aware that a significant number of seniors were approaching graduation only to discover at the last minute they were lacking in the required number of credits, the Ombuds recommended that as early as a student's junior year he be given his credits total and the balance needed to graduate with every report card until he graduates. The recommendation was put into action.

4. In the fall of last year students at one high school were surprised to learn they no longer had a student newspaper. The problem--no faculty advisor. The Ombuds spent three weeks seeking out a teacher who would agree to assume this responsibility. They eventually found one, and the school now has a student press.

5. On two different occasions this past year the Ombuds were guests on local television. Cincinnati's WCET invited two Ombuds to participate in a 4-way dialogue on the subject of "Student Rights and Responsibilities". Another Cincinnati station, WKRC, also invited the Ombuds to participate with other student leaders on a panel presentation titled "Let's Hear It From the Kids".

6. In an attempt to provide an alternative to waiting in the long lunch lines during the brief lunch periods, the Ombuds at one school worked with administrators in opening a short-order grill.

PROGRAM: Student Grievance Committees/Appeals Boards

DESCRIPTION: These mechanisms for handling student complaints or grievances function by receiving informal (verbal) or formal (written) complaints, conducting hearings, and making recommendations to adults as well as other students.

The Center for Community Justice, a team of lawyers and youth workers, reviewed grievance procedures in several California schools during 1976. Based on their findings, they issued recommendations for successful grievance systems. These include:

1. Simplicity. Mechanisms for formal appeals should be simple in operation. Every student should be able to easily understand and use the system.

2. Student and teacher involvement. Both groups should be part of the design and operation of procedures.

3. Prompt, specific written responses.

4. Access to the procedure with freedom from reprisals.

5. Jurisdiction. The scope of the appeals board should be as wide as possible--the more the board is used, the more effective a tool it becomes.

6. Neutral, disinterested review.

7. Carefree implementation. There must be administrative leadership provided, training, orientation, and monitoring for interested and involved members of the school community. Success of the mechanism requires that administrators openly encourage and support its use. Orientation to it must be ongoing, and its workings regularly monitored.

EXAMPLE: Prince Georges County, Maryland

If a grievance cannot be resolved informally, through discussion, the student is encouraged to submit a written grievance to the school governing association. A copy of the grievance is forwarded to the principal and student grievance committee which is composed of elected students and staff who review cases and make recommendations to the principal. The principal studies the case, the recommended action, and makes a final decision. If the student is dissatisfied with the decision, an appeal can be made to the central office.

(Sample Student Grievance Form is included in Background Material, 4.2.2.)

EXAMPLE: Denver, Colorado

To help address discipline problems following a systemwide integration program, the Albert L. Place Junior High School established a student grievance procedure. The procedure is used for student complaints alleging one or more of the following unfair practices: (1) an unfair school rule, (2) a school rule discriminating between students, and (3) an unfair procedure used in punishment. The complaint or grievance first goes to a counselor, then to the assistant principal, and finally, if it has not yet been resolved, to the principal. On all three levels, an informal conference is held within five days of the date of filing of the complaint. Students must prove that a rule or certain practices are unfair. The grievance procedure used at Place is not meant to reduce the legal authority of the school administrators, but rather to encourage student communications on matters of concern.

(Sample Student Grievance Form is included in Background Material, 4.2.3.)

PROGRAM: Student Court

DESCRIPTION: This system enables students who are accused of violating rules or codes of behavior to have their case heard by their peers. Students act as lawyers, jurors, and judges in "court."

EXAMPLE: Dallas, Texas, Independent School District

In this program, called "Trial by Peers," a teacher establishes the court and sits as judge. Student lawyers represent the student plaintiff, gather information about the violation, and argue the case. A verdict is reached by secret ballot.

PROGRAM: Conflict Resolution Team

DESCRIPTION: A conflict resolution team works to lower conflict and provide services during times of crisis or conflict in the school. Teams may be composed of members in the school or outside personnel. The team may provide any number of services including mediation, counseling, fact-finding, and rumor control. Teams may evaluate school climate, listen to concerns of students, parents, and teachers, and conduct workshops in conflict management. As a neutral party to the school's disruption, they can be effective in evaluating, diagnosing and working with problems.

EXAMPLE: Prince Georges County, Maryland

The team is composed of system employees and provides services in four main areas:

1. Conflict prevention and management
2. Third-party observation and mediation
3. Crisis intervention
4. Workshop facilitation.

The conflict resolution team is federally funded under the Emergency School Assistance Act (ESAA) and has been operating since 1972. Among its activities are:

1. Counseling with persons directly involved in the conflict
2. Coordinating activities of in-school and out-of-school resources
3. Making observations of school
4. Listening to concerns of administrators, teachers, students, parents, and others to assist them in establishing priorities for change
5. Assisting with team building at the local level
6. Mediating differences in conferences and group meetings.

PROGRAM: Conflict Resolution Training Programs

DESCRIPTION: Programs train participants in schools and communities, including students, parents, and teachers, in negotiation, problem solving, and conflict resolutions.

EXAMPLE: The Nashville Panel, Nashville, Tennessee

The Nashville Panel, an Emergency School Assistance Act (ESAA) funded project, works with schools and civic and religious groups to introduce peaceful ways of dealing with conflict. The text "Friendly Classroom for a Small Planet," published by the Fellowship of Reconciliation is their source material. Their focus is on communicating, cooperating, and resolving conflict. Teachers are encouraged to create classroom environments that are open, responsive, and nonthreatening. Individual self-worth is stressed.

The Nashville Panel is listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Rumor Control Center

DESCRIPTION: Centers disseminate accurate information about school situations, dispel rumors and calm tensions. Centers may use hotlines with persons answering questions or have taped news briefs. Control centers are operated by school public information offices, volunteer students, or parents.

EXAMPLE: Granda Hills, California

Student members of the Kennedy Communicators at Kennedy High School work to reduce tensions in the school during times of student unrest. They meet with students who intend to be or are actively involved in conflict situations and try to improve communications between students of different ethnic and racial backgrounds. They staff a communications center during periods of unrest which disseminates information to dispel rumors.

EXAMPLE: Seattle, Washington

The Council of Churches operated a 24-hour, 7-days-a-week rumor control center during a period of school integration. They logged innumerable calls and were able to keep rumors at a minimum. The Seattle Public Schools provided them with accurate, up-to-the-minute information.

EXAMPLE: Evanston, Illinois

A well-publicized hotline is available with taped updates of current situations.

EXAMPLE: Ann Arbor, Michigan

The central office of the school maintains a list of parents willing to be contacted for assistance. During a crisis they are given information and encourage other parents to call them for accurate details. A chain reaction is thereby created.

EXAMPLE: Prince Georges County, Maryland

Students run a rumor control desk and keep an accurate list of school suspensions. Students, parents, and others interested in the data contact the center.

EXAMPLE: Montgomery County, Maryland

The central office of the school maintains a list of parents willing to answer phones. During crisis times, the parents are called in.

PROGRAM: School-Community Collaboration

DESCRIPTION: A broadly based group of community members and institutions examine and discuss school issues and problems. Membership might include: police, ministry, industry, racial and ethnic associations, parent groups, youth clubs, YMCAs, and other groups concerned with young people. This model is: a vehicle for schools to report to the community; a forum for the solicitation of responses from community advocates; and an initiator of school-community programs to manage conflict. In practice, this might mean utilizing storefront classrooms and establishing credit for varied experiences inside as well as outside the school.

REFERENCE: See Module 3.3, Student Involvement in School Programs and Processes, for many examples of involvement in credit-bearing learning experiences outside the classroom and school. Also, see Course 7, The Community as a Problem Solving Resource, for program ideas.

EXAMPLE: Dallas, Texas, Independent School District

Task forces are composed of realtors, higher education people, members of the religious community, city council members, PTA members, and members of the business community. One task force surveyed community reactions to the implementation of court-ordered desegregation. Task forces have also made recommendations on discipline, grading, testing, baseline curriculum, and other matters that have been incorporated into the school system's functioning.

EXAMPLE: Tri-Lateral Commission, Boston, Massachusetts

The Tri-Lateral Council for Quality Education, Inc., was founded in 1974 by the Greater Boston Chamber of Commerce, the Boston Schools and the National Alliance of Business. The work of the Council is in three major areas: the Partnership Program which pairs each of Boston's 20 public high schools with a corporation; Occupational Education Committee which holds seminars for teachers in occupational areas; and Project STEP, a career exploration program being implemented in Boston high schools.

Expertise, resources and employee time are donated by the business community which participates in program development and delivery of services to the Boston Public Schools. The Tri-Lateral staff provides this business/education collaborative with technical assistance in the development of programs by interpreting and explaining the needs of the Boston Public Schools in relation to the resources and expertise available in the business community.

Since June 1978, the Tri-Lateral Council has obtained the funds for its programs from the City of Boston, the National Alliance of Business, Corporate Contributions, State Department of Occupational Education and Youthwork, Inc.,/Department of Labor.

PROGRAM: Problem-Solving Teams

DESCRIPTION: Continuous pressure for school change makes it fruitful to institutionalize problem-solving procedures. Students and teachers are trained to work as permanent members of an ongoing team. They learn skills in problem solving, conflict analysis, and group processes in order to inquire into school problems, link up with other groups in the school, design and suggest solutions to problems, and implement these resolutions through confrontation and resolution sessions for various groups.

EXAMPLE: Cambridge Rindge and Latin School, Massachusetts/Fairness Committee

The Fairness Committee has been an integral part of student government at Cambridge Rindge and Latin School, Cambridge, Massachusetts, since 1976. Students and teachers work to resolve conflict by improving school climate. The committee has several functions:

1. It offers a neutral place for anyone to bring their personal concerns without fear of reprisal and with confidentiality guaranteed.
2. It listens to complaints of unfair treatment.
3. It trains students in conflict negotiation, listening, and advocacy skills.
4. It deals with problems of fairness--with students and with the whole school climate (how students and staff feel about the school and its rules).
5. It proposes resolutions to conflicts.
6. It seeks to improve relationships between students, teachers, and administrators.
7. It prepares students to become leaders in their schools.

Unlike standard grievance committees which might label a student or rule right or wrong, this committee focuses on improving relationships between students and teachers and strengthening positive attitudes about the school.

For information about the Cambridge Rindge and Latin School program, or the Fairness Committee Manual, see Resources for Democratic Communities listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Innovative Forms of School Power and Governance

DESCRIPTION: These programs seek to broaden the representation of different interests within the school. There is an underlying assumption that important changes in schools cannot be made without some alteration in the allocation and distribution of power. This requires a combination of training for dual purposes; that is, for self-advocacy and for collaboration with others. When all members of the school participate in shared governance structures which represent their competing interests, the risk of continuing crisis and disorder decreases. Time, energy, and training must be committed to effectively implement these models. One solution is to set aside an hour a day and several additional hours a week for school members to meet in small groups to consider the decisions that must be (or have been) made, transmit feelings of constituent groups, and receive feedback on proposals. It is essential to provide continuing, legitimate, and planned implementation strategies for new structures to succeed in overcoming obstacles such as lack of time, energy, other priorities, and traditional role definitions.

EXAMPLE: Cross-Age and Cross-Status Teams

Students, staff and administrators become communally responsible for management of the school. This replaces old forms of interaction such as one principal and a mass of teachers or one teacher and a mass of students. For cross-age and cross-status collaboration to work, it is necessary that: powerful members (adults) show good faith in the model; and low status persons (students) tread lightly on the vested interests of high status members.

EXAMPLE: Committees

This model employs the extension of the concept of shared power to the creation of committees of students, staff, and administrators to set local curricula, conduct judicial proceedings, and participate in making school policy. For example, a new structure could involve handing major decisionmaking power over to a student-faculty government system with the principal operating as an executive secretary.

EXAMPLE: Representative Bicameral Systems

Students and teachers elect representatives from among their own group to form two legislative or policymaking bodies. An executive or administrative committee implements policies and handles routine day-to-day matters. John Adams High School in Portland, Oregon, has operated with a bicameral governance system. There have been experiments with the system in Seattle, Washington, Public Schools.

EXAMPLE: Unicameral Systems

The formal responsibilities of the principal and his or her staff are assumed by a single body composed of representatives from student, teacher, and administrative groups. The group is either kept relatively small or an executive committee is formed to handle details. Ramapo High School in Spring Valley, New York, has used this approach.

EXAMPLE: Town Meetings

This less formalized approach is one in which all members of the school may participate in face-to-face decisionmaking. This model is especially applicable in situations involving decentralized schools utilizing house plans, schools within schools, and educational parks--all of which tend to reduce the size of the learning unit and provide an opportunity for broadening representation. The Friends Schools, Quaker affiliated, private schools throughout the country, use a form of this system in their daily "friends meetings."

EXAMPLE: Kenai, Alaska

A steering committee of students, faculty and one administrator was formed during the 1973-74 school year to make policy for the school--its curriculum, approach, and general direction. The committee is formed of six students and six faculty, each with one vote, and one administrator with no vote, but veto power and equal discussion rights.

Parliamentary procedure is outlawed in meetings. Instead, the group uses a consensus mode with debate controlled by the "survey" technique. According to the Kenai brochure, the "best decisions are usually made by those who must implement the decisions. If people who must implement decisions are involved in decision making they will be less likely to subvert decisions."

PROGRAM: Inservice for Staff

DESCRIPTION: This model involves the improvement of instructional methods and procedures as well as personal development and peer group support systems. Inservice education that is client-centered, or designed and delivered by and for the learner (teacher, principal, etc.), has been found to be more successful than programs initiated and prepared and conducted by persons in roles other than the learner (university lecturer or central staff directors) or those in authority over the learner (supervisors and evaluators). Possible areas of concern which directly relate to conflict management include dealing with racism and race relations through analysis and improvement of curriculum materials and staff composition and assignments.

EXAMPLE: Teachers Centers Program, U. S. Office of Education

This federally funded program supports teacher-centered staff development projects throughout the country. Write the U. S. Office for details about specific centers, their location, and program. Most centers involve members of all school constituencies, including administrators, specialists, and parents.

U. S. Office of Education is listed in Background Materials 4.2.1, List of Resources.

PROGRAM: Training in Negotiation

DESCRIPTION: The idea here is to help agitative groups, especially those with little power and articulation skills, perform a more rational and effective job of identifying problems, raising issues, working on their resolution, and initiating the school changes implied. Training in the movement from crisis to negotiation, and from negotiation to implementation, might be helpful for administrators too. Many panic at the prospect of disruptive conflict and crisis and often use traditional responses to conflict such as "cool-off" strategies to quell impending disaster.

EXAMPLE: San Francisco, State University

EXAMPLE: Project Stride, Far West Regional Laboratory, San Francisco, California

PROGRAM: Racial Committee

DESCRIPTION: A committee of students, parents, teachers, administrators (any or all of the above groups) meet to discuss racial issues--in the school, in the curriculum, in the society-at-large. Members discuss differences among groups, and ways these can be re-defined and changed.

EXAMPLE: The Youth Panel
Youth Organized United and Involved, National Conference of Christians and Jews

The basic idea behind Youth Organized United and Involved is this: Blacks, Whites, Chicanos, American Indians, Asians, Jews, Christians, Muslims--all youth--can and must come together to learn about each other not only by talking together, but by acting together in service to the community as a whole.

The Youth Panel (The NCCJ Panel of Americans) is a student involvement program developed by Y.O.U. and I. The panel is a forum for five students of different ethnic and racial backgrounds to discover and discuss their cultural and religious backgrounds, and to explore those of others. The panel gives creative presentations about pressing issues of interracial and interreligious tension.

Sample topics for panels suggested by the Youth Panel include:

1. Representatives of two schools--one urban and one suburban--form the panel. The panel gives presentations at both schools or in groups which are made up of students from both schools at one time.

2. A panel presentation to focus on the subject, "Did 'Roots' change inter-racial attitudes in America in any permanent way?"

3. A panel made up of a Jew, a Moslem, and a Christian to discuss their religious heritages, or proposed solutions to the conflict in the Mideast.

For a complete description of the panel idea, please write to the NCCJ Panel of Americans, listed in Background Materials 4.2.1, List of Resources.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Worksheet I-D 4.2.3

Participant Worksheet

Assessing Models and Programs to Manage Conflict

Directions: Please read assigned sample programs and models. For each one, ask yourself the following--

1. What is the purpose?

2. What is the value of such a program?

3. How does it contribute to equalizing power among all members of the school community?

4. What are some of the changes it might bring about in school climate? structure? interpersonal relationships?

5. How might a student react to it? a parent? a corrections officer?

6. Discuss similar programs you are familiar with.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.1

Background Materials

List of Resources

American Arbitration Association
1730 Rhode Island Avenue, N.W.
Washington, DC

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209

American Civil Liberties Association
Washington National Office
410 1st Street, S.E.
Washington, DC 20002

Center for Community Justice
918 16th Street, Suite 503
Washington, DC

Community Relations Service
U.S. Department of Justice
Washington, DC 20036
Regional Offices as listed below:

NEW ENGLAND
Room 1920
100 Summer Street
Boston, MA 02110

NORTHEAST
Room 3402
26 Federal Plaza
New York, NY 10007

MID-ATLANTIC
Room 309
2nd and Chestnut Streets
Philadelphia, PA 19106

SOUTHEAST
Room 900
75 Piedmont Avenue, N.E.
Atlanta, GA 30303

MIDWEST
Room 1113
175 West Jackson Boulevard
Chicago, IL 60603

SOUTHWEST
Room 13B-35
1100 Commerce Street
Dallas, TX 75242

CENTRAL
Room 2411
911 Walnut Street
Kansas City, MO 64106

ROCKY MOUNTAIN
4th Floor
1531 Stout Street
Denver, CO 80202

WESTERN
Room 703
[illegible]00 Mission Street
San Francisco, CA 94105

NORTHWEST
Room 1898
915 Second Avenue
Seattle, WA 98174

Conflict Magazine
Institute for Mediation and Conflict Resolution
49 East 68th Street
New York, NY 10021

The Council of the Great City Schools
1707 H Street, N.W.
Washington, DC 20006

Fellowship of Reconciliation
Box 271
Nyack, NY 10960

Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, DC 20004

League of Women Voters
Human Resources Department
1730 M Street, N.W.
Washington, DC 20036
(National Office can refer you to
appropriate state and local leagues)

The Nashville Panel
1701 21st Avenue, South
Nashville, TN 37212

National Association of School Security Directors
2538 South Ervay Street
Dallas, TX 75215

National Conference of Christians and Jews, Inc.
43 West 57th Street
New York, NY 10019

National Education Association
1201 Sixteenth Street, N.W.
Washington, DC 20036

National Institute of Education
Educational Resource Information Center
1200 Nineteenth Street, N.W.
Washington, DC 20208

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, DC 20007

Panel of Americans
National Conference of Christians and Jews
43 West 57th Street
New York, NY 10019
Attn: Ms. Gladys Harburger, Director

Peer Culture Development, Inc.
2100 Eighteenth Avenue
Suite Five
Rock Island, IL 61201
Attn: Mr. Don Jones, Director

Resources for Democratic Communities
P. O. Box 415
Harvard Square
Cambridge, MA 02138

School Programs
Effectiveness Training, Inc.
531 Stevens Avenue
Solana Beach, CA 92075

State Departments of Education Offices:
- Bilingual Education
- Discrimination
- Special Education
- Student Advisory Councils

The Student Ombudsman Program
National Conference of Christians and Jews
1331 Enquirer Building
Cincinnati, OH 45202

Teachers Centers Program
U. S. Office of Education
1832 M Street, N. W.
Washington, DC 20036

Tri-Lateral Council for Quality Education, Inc.
125 High Street
Boston, MA 02110

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.2

Background Materials

Sample Student Grievance Form
for
Procedures for Student Involvement, Rights, and Responsibilities
(From: Prince Georges County Public Schools, Upper Marlboro, Maryland)

LOCAL SCHOOL _____
(Name of School)

SECTION I: TO BE COMPLETED BY STUDENT WITH THE GRIEVANCE

Name _____

Grade _____

Date Submitted to Student Government Association

_____

Statement of Grievance (Refer to specific section of the Student Bill of Rights and Responsibilities)

How was this section of the document allegedly violated?

In what way(s) did you meet the responsibilities that are applicable to this section of the document?

What informal steps did you take to try to resolve the grievance with concerned parties through discussion?

What action would you like to see taken?

SECTION II: TO BE COMPLETED BY THE STUDENT GOVERNMENT ASSOCIATION

Date formal grievance was received_____

Date formal grievance was submitted to principal_____

TO BE COMPLETED BY THE STUDENT GRIEVANCE COMMITTEE

Steps taken by the student grievance committee to resolve the grievance. (List dates of meetings, parties involved in each meeting, and summary results of each session.)

Action the student grievance committee recommends that the principal takes:

TO BE COMPLETED BY THE PRINCIPAL

Date of final decision made by principal _____

Final Decision and Reasons

Date decision was communicated by the principal to grievant_____

TO BE COMPLETED BY THE STUDENT GOVERNMENT ASSOCIATION

The decision was acceptable to the grievant and the principal

Yes_____

No_____

The grievance will be filed through formal central office channels:

Yes_____

No_____

Note: The form is to be retained on file with the Student Government Association.

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.3

Background Materials

Student Grievance Form

(From: Albert L. Place Junior High School, Denver, Colorado)

STUDENT GRIEVANCE FORM

A grievance is defined as a complaint in writing presented by a student to the school staff/authorities alleging one or more of the following:

A. That a rule is unfair; and/or
B. That a rule in practice discriminates against or between students; and/or
C. That school personnel used an unfair procedure in assessing a form of punishment against a student.

COMPLAINT

Check One Blank Date_____

Counselor, Level 1_____
Assistant Principal, Level 2_____
Principal, Level 3_____

I,_____, hereby file a grievance complaint to
Student's name(s)

_____

My grievance is based on A_____ B_____ C_____ above. (More than one blank may be checked).

Specifically, my grievance is that _____

_____

_____

I hereby petition for a hearing on my grievance at the convenience of the school's personnel, but in no event later than five school days from the date of this petition.

_____
Student's signature(s)

The student may be represented at the conference by an adult, but the student must be present to elaborate on his grievance at the given time and place of the conference. Failure to appear at the appointed time and place effectively waives the student's right to the conference provided by the school, unless extenuating circumstances make it impossible for the student to appear.

SCHOOL'S RECORD

Date Received _____ Date of Conference_____
Place of Conference _____ Time of Conference_____
Comments: _____

_____

Resolution: _____

_____
Signature of school representative

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Background I-D 4.2.4

Background Materials

Games on Conflict

Ed Plan

A simulation game about the economics and politics of school system planning for grades 10 through college. Using 29-36 players, students plan improvement of a fictional school district. Abt Associates, 55 Wheeler Street, Cambridge, Massachusetts 02138, $35.00.

Simpolis

A simulation game in citizenship skills for grades 7 through 12. Students represent specific political personalities and population groups with various ethnic, class, and voting characteristics. The pressure comes from the upcoming mayoralty election which climaxes the game. Twenty-three to fifty students in the fictional city of Simpolis must seek solutions to the pressing problems of civil rights, street crime, education, housing, pollution, poverty, and transportation. Abt Associates, Games Central, 55 Wheeler Street, Cambridge, Massachusetts 02138, $35.00.

Managing School Conflict

This role-playing simulation includes a teacher's guide with instructions and a discussion of the origin and purposes of the school governance and complaint committee as well as black-line masters for duplication of Case Study Data Sheets and other materials. Developed by Todd Clark and Mary Furlong for the Constitutional Rights Foundation, 1978, and published by Zenger Productions, Inc., Gateway Station 802, Culver City, California 90230.

Resources/ Bibliography

Course 4 - Interpersonal Relations

Module 4.2 - Conflict Management Strategies and Programs

Conflict Management

A Compilation of Federal Education Laws. Updated periodically. Available free from: Office of the Assistant Commissioner for Legislation, U.S. Department of Health, Education and Welfare, Office of Education, Room 4131, 400 Maryland Avenue, S.W., Washington, DC 20202.

Alternative Strategies (for the Prevention and Reduction of Disruptive Behavior in Secondary Schools), Vol. II, No. 3, September 1978. Available from: Dallas Independent School District, 3700 Ross Avenue, Dallas, TX 75204.

Ayers, George E. and Bronaugh, Juanita. Conflict Management: Human Relations Training Guide. Racine Unified School District: Racine, Wisconsin, July 1976. Available through: ERIC, ED 129 956, UD 016 498.

DeCecco, John, and Liljestrand, Petra. "Conflict Negotiation and Civic Education." Department of Psychology, San Francisco State University, San Francisco, CA.

Filley, Alan C. Interpersonal Conflict Resolution. Glenview, Ill.: Scott, Foresman and Company, 1975.

Fish, Kenneth L. Conflict and Dissent in the High School. New York: Bruce Publishing Co., 1970.

Flemer, Don, and Harrod, Chid. The Student Ombuds Program. Order from: National Conference of Christians and Jews, 1331 Enquirer Building, Cincinnati, OH 45202.

Friendly Classroom for a Small Planet, Fellowship of Reconciliation, Box 271, Nyack, New York 10960.

Kaye, Phyllis E. "Resolving Conflict through Mediation," in New Teaching, New Learning--Current Issues in Higher Education 1971, J. Kerrey Smith, ed., American Association for Higher Education, 1971.

King, David C. Global Perspectives: A Humanistic Influence on the Curriculum: Conflict, Number 2 in a Series of K-12 guides, Part C, 7, 9 Part D, 10-12, Center for Global Perspectives. Report made available through ERIC reports/ U.S. Department of Health, Education and Welfare, National Institute of Education.

Lincoln, William F. Mediation: A Transferable Process for the Prevention and Resolution of Racial Conflict in Public Secondary Schools. A partial case study with analysis, June 1976. Made available through ERIC Reports, U.S. Department of Health, Education and Welfare, Education Resources Information Center.

Main, Allen O. and Boark, Albert E. "A Consensus Method to Reduce Conflict," Personnel Guidance Journal, 53:10, 1975, 734-759.

Ombudsmanship: A Beginning Course for High School Students in the Knowledge and Skills of the Ombudsman. Prepared by: Cincinnati Public Schools Instructional Services Branch. Order from: Department of Curriculum and Instruction, Cincinnati Publis Schools, 230 East Ninth Street, Cincinnati, OH 45202. Curriculum Bulletin #17.

National Association of Secondary School Principals Bulletin, Managing Schools with Minimum Stress, Vol. 62, No. 415, February 1978.

Palomares, Uraldo, and Logan, Ben. A Curriculum on Conflict Management. LaMesa, Calif.: Human Development Training Institute, 7574 University Avenue, 1975.

Pearson, Craig. Resolving Classroom Conflict. Palo Alto, Calif.: Learning Handbooks, 1974.

Pondy, Louis R. "Organizational Conflict: Concepts and Models" in Administrative Science Quarterly 12, No. 2 (September 1967), pp. 297-319.

The Rights of Students: The Basic ACLU Guide to a Student's Rights. Alan Levine. New York: Avon Books, 1973, 95¢. Excellent coverage of the subject and very clear writing. Deals with rights of students nationally.

School Disruptions: Tips for Educators and Police, Findings of a conference sponsored by Community Relations Service, U.S. Department of Justice, Law Enforcement Assistance Administration, U.S. Department of Justice, National Institute of Education, U.S. Department of Health, Education and Welfare.

Solutions to Conflict and Violence in the Schools: The Yerba Buena Plan. Yerba Buena High School, East Side Union High School District, San Jose, California.

Stepsis, Joan. "Conflict Resolution Strategies." A lecturette from 1974 Annual Handbook for Group Facilitators. Jones and Pfeiffer, eds. California: University Associates.

Student Court in Your School. American Friends Service Committee, Student Rights and Responsibilities Project, Salem Avenue, Dayton, OH 45406.

Student and Youth Organizing. Written by and for students. The definitive book on how to take action to change your school. Available for $1.50 from Youth Liberation, 2007 Washtenaw Avenue, Ann Arbor, MI 48104.

Thomas, Kenneth W., and Killman, Ralph H. Thomas-Killman Conflict Mode Instrument. Xicom Corporation, Inc., 1974.

Young People and the Law, Youth Liberation, 2007 Washtenaw Avenue, Ann Arbor, Michigan.

Course Agenda by Module

Course 4 - Interpersonal Relations

Module 4.3 - Gangs (Advanced Session)

Total Time 1½ to 2 hours

Module Summary

This seminar looks at the power structure, psychology, operational modality, and changing character of gangs. Approaches to containment and early intervention are also discussed. Specific emphasis should be determined for each session based on participant interests and needs.

Activity/Content Summary	Time
(NOTE: The exact structure of this module is flexible. The following is an outline for the presentation.)	
1. Film and Discussion: "Youth Terror: The Face Behind the Gun"	1 hour
A. Participants View Film	
B. Discussion of Film	
2. Gang Psychology and Operational Modality	10 min.
A. Findings Concerning Gang Psychology	
B. Summary Description of Gangs	
3. Recent Changes in the Nature and Dimension of Gangs	15 min.
A. Dispersion and Expansion of Gang Activity	
B. Use of More Serious Weapons	
C. Increased Amount and Degree of Violence	
D. Increase in Amount of Organized Criminal Activity	
E. Increased Politicization	
4. Dealing with Gangs at School: Who Can Help	10 min.
A. The First Step--School Identification of Group and Their Objectives	
B. Use of Community Groups to Identify Gangs, Gang Members, and Leaders	

Activity/Content Summary	Time
C. Use of Gang Workers to Counsel Gang Members	
D. Use of School Staff	
5. Intervention/Containment Strategies	10 min.
A. Enlisting Cooperation of Multiple Agencies	
B. Recognizing the Limitations on Schools Ability to Act	
6. School-based Approaches to Help Curtail Gang Activities	10 min.
A. Regulations to Lower Visibility on Campus	
B. Steps to Prevent Staking-Out of Turf	
C. Early Intervention: The Key to Containment	
D. Controls on Illegal Activity	

About the Module

Course 4 - Interpersonal Relations

Module 4.3 - Gangs (Advanced Session)

Objectives

Participants will be able to--

1. Describe characteristics of gangs
2. Discuss how gangs operate today
3. Identify people and agencies who can help with the gang problem at schools
4. Specify ways of containing and intervening with gang behavior in schools.

Description of Materials

Audiovisual Materials

A film, "Youth Terror: The Face Behind the Gun," originally produced as an ABC close-up presentation, will be shown.

(NOTE: This is an advanced seminar session. It is expected that participants and trainer will together shape the structure of the presentation. The objectives above may, therefore, be revised during the course of the session at participant/trainer discretion.)

Course Agenda by Module

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Total Time 2 hours

Module Summary

This module looks at the victims of offenses--their typical characteristics and problems. It also suggests steps that can be taken to break the pattern of victimization for students and teachers.

Activity/Content Summary	Time
1. Introduction This module's purpose is to provide an overview of some of the key aspects of victimology.	2 min.
2. Group Activity with Worksheet: Victim Profiles Participants complete profiles of student and teacher victims in their schools.	10 min.
3. Characteristics of Student and Teacher Victims	15 min.
A. Differences in Profiles Profiles of victims researched by the National Institute of Education, Violent Schools--Safe Schools, are presented. Participants are cautioned that their views and experiences of victims may be different than the national study.	
B. National Student Victim Profile Student victims tend to be outside the mainstream of the school environment. They are characterized by lower academic achievement, youngest or oldest of grade, noninvolvement in school, minority status.	
C. National Teacher Victim Profile Teacher victims tend to also be different from others in the school environment. They are characterized by minority status, authoritarian discipline style, personal or professional insecurity, history of victimization.	

Activity/Content Summary	Time
D. Comparison of National Student and Teacher Victim Profiles Student and teacher victims can be compared in that both tend to be "loners" in the environment, have few friends, feel alienated and belong to "different" groups (racial, ethnic, physically or mentally handicapped). School environments can be changed to help the victim adjust and become a part of the community.	
4. School Victims--Their Problems and Needs	15 min.
A. Types of Victimization Types of victimization include: (1) theft of property, (2) robbery or extortion of goods or money, and (3) personal attack.	
B. The Problems of Victims Victims always have problems as a result of being victimized. The seriousness and extent of the problems may depend on how the victim perceives his or her victimization and how significant others respond to the crisis.	
BREAK	
5. Devictimizing Victims	30 min.
A. Introduction Key points and guidelines for helping victims are introduced.	
B. Meeting Immediate or Crisis Needs After Victimization Crisis needs of victims include medical treatment, emotional support, financial help, and legal-type assistance.	
C. Meeting Noncrisis Needs of Victims Assertiveness training, youth effectiveness training, teacher effectiveness training, values clarification, and stress training may help victims break the victimization circle.	
D. Meeting Counseling Needs of Victims Victims of school violence may benefit from counseling by professionals in the community or school or by trained peers in the community or school.	

Activity/Content Summary	Time
6. Strategies to Meet the Needs of Victims	30 min.
A. Introduction Meeting the needs of victims in the school can include: short and long-term efforts, changes in school policy and program, individuals working with other individuals, and the school and community working together.	
B. Identifying Needs of Victims Participants identify local needs and resources for victims.	
7. Wrap-Up Trainer summarizes the module, urging change in climate and environment as a way of breaking the chain of victimization.	5 min.

About the Module

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Objectives

Participants will be able to--

1. Identify major characteristics of school victims
2. Distinguish among broad types of victimization that occur in school, according to the offenses involved and their possible consequences for victims
3. Describe the vicious circle of victimization and how it operates
4. List types of crisis needs victims may have
5. Specify at least two different approaches for "devictimizing" victims.

Description of Materials

Transparencies

4.4.1 - 4.4.3 Transparencies depict victim profiles from the NIE Safe Schools Study.
4.4.4 - 4.4.8 Transparencies illustrate crisis, noncrisis, and post-crisis needs of victims.

Participant Worksheets

4.4.1 Victim Profiles
4.4.2 Identification of Victim Needs and Resources

Background Materials

4.4.1 Possible School-based Strategies/Mechanisms to Aid in Devictimization

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Worksheet I-D 4.4.1

Participant Worksheet

Victim Profiles

In comparison to most other students in the school, briefly describe, on the following dimensions, those who become victims of assault, theft, robbery, or verbal abuse.

Academic performance

Size and age

Popularity with schoolmates

Level of involvement in the school and its reward system

Membership in racial, ethnic, linguistic, religious, and other such groups

Other (specify)

In comparison to most other teachers or staff in the school, briefly describe, on the following dimensions, those who become victims.

Style of discipline

Self-assurance

History as a target

Other (specify)

Course 4 - Interpersonal Relations

Module 4.4 - Victimology

Worksheet I-D 4.4.2

Participant Worksheet

Identification of Victim Needs and Resources

Directions

- Together with the members of your work group, complete one of the attached worksheets as fully as you can, based on the accompanying student or faculty victim profile.
- Share knowledge of your schools and communities.
- In your considerations, make use of what has also emerged during other sessions of this curriculum that has relevance for victims: information, ideas, strategies, techniques, insights, and such.
- To help you identify types of efforts, a listing of possible school-based strategies/mechanisms is also attached.
- Remember: you are identifying possible school and community resources to meet the needs of victims and help them solve their problems. You are not personally expected to supply all of the resources identified.
- Do not be bound by what is currently the practice or already in place.
- You will have 30 minutes to complete these worksheets.
- If you have time, do the same for the other victim.
- Reminder--this is only a first cut at planning how to help devictimize the victims in your school. When you get home, it will be necessary to confer and work with many others who are concerned and could help victims. The materials for this exercise will serve as a checklist or trigger for decisions and follow-through activities when you get back to your school.

Victim Profile

TYPICAL STUDENT VICTIM

Type of victimization: robbed at knife point by boy when entering the cafeteria

Evident results of victimization: purse, watch, rings and bracelet taken; total value of goods lost - under $20.

Sex: female

Age: 14

Grade: 9th

Race and/or ethnic group of victim: black

Race and/or ethnic group of most students: white

Native language of victim: English

Socioeconomic level: lower middle level

Home and family situation: mother, three older sisters, and one younger brother live with grandmother.

Victim Profile

TYPICAL FACULTY VICTIM

Type of victimization: verbal assault by six older black boys; targeted on teacher's sexuality

Evident results of victimization: teacher's report of incident; teacher very upset by the attack and accusations

Sex: male

Age: 32

Grade and/or subject: 10th grade English

Race and/or ethnic group of victim: white

Race and/or ethnic group of most students: black

Native language of victim: English

Socioeconomic level: upper middle level

Home and family situation: unmarried; rooms with male ex teacher aged 55.

Student Victim

Victim's Evident Needs	Duration of Need?		Who/What Can Meet Needs?	How/Where Does Victim Get Needs Met?	School-based Strategy/ Mechanism to Assist Victim in Meeting Needs	School People Involved	
	Short	Long				Who?	How?/ Doing What?

Faculty Victim

Victim's Evident Needs	Duration of Need?		Who/What Can Meet Needs?	How/Where Does Victim Get Needs Met?	School-based Strategy/ Mechanism to Assist Victim in Meeting Needs	School People Involved	
	Short	Long				Who?	How?/ Doing What?

Possible School-based Strategies/Mechanisms to Aid in Devictimization

Student Efforts for Student Victims

Peer counseling--With trained students who have had similar experiences. This does not replace professional counseling for those who need it.

Volunteer tutoring--Successful or advanced students work with those having difficulties.

Buddy system--Students team up with victims in passing through high risk areas of the building or campus.

We're-all-in-this-together approach--Concerned students recruit and involve the student body as a whole in devising strategies and mechanisms to meet needs (e.g., escort or transportation service, emergency clothes closet, school club membership drives, student courts, first-aid stations and "medics," translator corps, get-acquainted campaign).

Teacher Efforts for Teacher Victims

These are the very same types of efforts as for student efforts and student victims--just modified for adults who happen to be faculty members.

Special Efforts

Certain efforts require special training or preparation. These are primarily meant to increase people's self-confidence by teaching them special techniques for handling disturbing or unnerving situations and providing opportunities to practice the techniques. In most cases, they help people to take a stand on their beliefs and values, communicate more effectively, and resist undue pressures on them from peers and others. Examples of these special efforts are--

Assertiveness training--Helps people stand up for their rights in a positive, non-aggressive way

Youth effectiveness training--Builds up self-confidence, communication skill, and resistance to peer pressure

Values clarification--Provides a means for people to identify their own values and then structure their lives and activities so that those values are fostered.

Resources/ Bibliography

Course 4 - Interpersonal Relations

Module

Audiovisual Reference Materials

SCHOOL DROPOUTS

Why do teenagers drop out of school? Evidence suggests that the reasons are multiple: family problems, economic difficulties, early marriages. Or perhaps it's a simple case of boredom; school for many just isn't challenging enough. This SPECIAL REPORT examines the continuing national problem of school dropouts and the effects on us all. Efforts to stimulate student interest in school are explored, as well as the development of special programs to assist dropouts in finding meaningful jobs and attaining their high school diplomas at a later date.

Two color filmstrips/program guide w/2 cassettes, 1978
Purchase: $52.00
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

PATTERNS OF HUMAN CONFLICT

Produced in cooperation with the Center for Global Perspectives, this dynamic mini-unit uses inquiry to introduce students to conflict: its meaning, functions, levels, and resolution.

Successfully tested in schools and workshops nationwide, the set's teaching strategies include stimulating multimedia activities that are student-oriented, open-ended, and sequential in their learning objectives. By studying conflict on all levels of social organization--personal, group, community, national, and international--students will recognize and assess constructive methods of resolving conflict in their own lives.

Three color filmstrips (2 sound, 1 silent), w/2 cassettes
One program guide, 35 student booklets, and 1 set of 8 role cards
Purchase: $120.00 (complete set)
Distributor: Prentice Hall Media
ServCode SB
150 White Plains Road
Tarrytown, NY 10591

Not previewed by NSRN staff.

WEEK-END

WEEK-END is designed to stimulate discussion about how to solve problems. George Washington High School in the Bronx is a school beset by problems. It is faced with the question of whether to give in to student warfare, racial hostility, and vandalism or to try and break this destructive pattern. WEEK-END is a realistic documentary account of the school's experiment to reduce tensions. In this experiment, the staff and the students go back to the very basics of social interchange--they try to learn how to talk to each other. In a special week-end rural get-together they learn how to open the channels of communication.

George Washington's problems--those of a ghetto school struggling for survival may seem unique--but the school's approach to its problems can be applied to many situations. In this case, a cross section of students and teachers go away for a week-end in the Catskills. Here on neutral ground, away from an atmosphere of fear and hostility, they get to know each other, talk to each other, play together, and listen to one another. Individuals begin to understand each other's viewpoints. Questions are raised and problems are seen from a group perspective. No easy answers are given, but a basic level of trust and interaction is established.

Color, 16mm Film, 28 minutes
Rental Fee: $30.00
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

VIOLENCE AND VANDALISM IN OUR SCHOOLS

A severe problem in both rural and urban areas, school vandalism costs U.S taxpayers billions of dollars every year. Yesterday's harmless pranks have evolved into wanton acts of destruction. Now you can give your students an opportunity to deal with the pertinent questions of motivation and prevention of a problem created by their peers. Investigating the possible causes for these increasingly violent school crimes is the focus of this timely SPECIAL REPORT.

Two Color Filmstrips, w/2 cassettes or w/2 records
One Program Guide
Purchase: $55
Distributor: Prentice Hall Media
ServCode TK
150 White Plains Road
Tarrytown, NY 10591

Previewed by NSRN staff.

CONFLICT AND AWARENESS: A FILM SERIES ON HUMAN VALUES

Each film in this series shows young adults facing a serious moral or social dilemma. As the drama unfolds, viewers are quickly drawn into the characters and their varied circumstances; the situation becomes tense; the screen goes suddenly black. At this point, teachers may wish to open the floor for immediate discussion. Or, allow the film to continue and our own interlocutor, Beau Bridges, will introduce issues and pose questions to ease students into an open discussion of their attitudes and interpretations of the film's topic. A 16-page Instructor's Guide is included with each film purchased or rented. These Guides summarize the stories, outline the conflicts involved, give extensive background information, suggest topics to explore and list additional references. From the CRM Collection.

Discount Information--Multiple Titles

Series Discount:	18%
Purchase of eight-twelve titles:	15%
Purchase of four-seven titles:	10%
Series rental:	$221
Rental of eight films:	$140
Rental of five films:	$ 90

Distributor: Deborah Richmond
McGraw-Hill Films
McGraw-Hill Book Company
110 - 15th Street
Del Mar, CA 92014
Call Collect: (714) 453-5000, ext. 34

Not previewed by NSRN staff.

SOCIAL RESPONSIBILITY: IT'S MY HOBBY

Is personal loyalty to a friend more important than social responsibility? What affects feelings of public responsibility? Self interest? Must a harm to society be already done before we will react to it? This film reveals students' reactions to the news that one of their friends, Scott, is involved in selling drugs. We watch as Ed struggles over his own desire to maintain a good friendship and his growing concern over the danger Scott is perpetrating. Mutual friends give Ed no help in resolving this dilemma in spite of the fact that his decision will have an effect on them, their friend Scott, and many other students at their school. Should Ed report his friend or should he just keep quiet?

Awards: International Film and TV Festival of New York, Gold Award; Bronze Medal, Atlanta Film Festival; Chicago Film Festival, Certificate of Merit.

Color Film or Videocassette, 11 minutes
Film Purchase: $205
Film Rental Fee: $21
Videocassette Purchase: $155
Producer: Tom Lazarus
Distributor: Deborah Richmond
McGraw-Hill Films
McGraw-Hill Book Company
110 - 15th Street
Del Mar, CA 92014
Call Collect: (714) 453-5000, ext. 34

Not previewed by NSRN staff.

Course 4

Interpersonal Relations

ACKNOWLEDGEMENTS

This course was developed and written by Ms. Phyllis Kaye, Ms. Helen Farr, Ms. Alice Fins, Ms. Terri Hausmann, and Ms. Tamar Orvell with the assistance and review of Dr. Mark Chesler, Dr. James Garbarino, Ms. Kamer Davis, Mr. Victor Flores, and Ms. Carmen Perez.

Resource Request Form

Please send me the following *National School Resource Network* Resource Materials:

Name _____ **Phone** _____

Title _____ **School** _____

Address _____
(Street)

_____
(City) **(State)** **(Zip)**

Course Ref. I-D	*Title*	*No. Copies*